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This booklet outlines suggested procedures for administering a four-phase induction program for beginning teachers, a continuing process of orientation and professional growth throughout the first year of teaching: (1) The Summer Before School Starts. (2) A Special Beginning Teacher Orientation to the School. (3) The First Semester, and (4) The Second Semester. Emphasis is on the principal's responsibility for the assignment of the beginning teacher and of the cooperating teacher and for the scheduling of released time for both to provide for regular group meetings designed to assist in the adjustment to teaching and the development of skills. The program outline notes the role of the cooperating teacher who is largely responsible for conducting the discussions, conferences, and activities which such an advisory program would include. An annotated bibliography suggests six books and two newsletters for use by the cooperating teacher. (SP 003 109 and SP 003 110 are related documents. A 150-frame, 25-minute filmstrip, "Thank God It's Friday," and accompanying record also available from the Association for $12.00. Three documents plus filmstrip and record, $13.50.) (JS)

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GUIDELINES FOR PRINCIPALS

PROJECT ON THE INDUCTION OF BEGINNING TEACHERS

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SP003111

Our hope is
in these
new teachers for,
in the long run,
our success
depends on theirs . . .

The suggestions presented here were developed and reviewed by participants in the NASSP Project on the Induction of Beginning Teachers, a program supported by the participating school districts, the National Association of Secondary School Principals and the Carnegie Corporation of New York.

DOUGLAS W. HUNT, Project Director

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PROJECT ON THE
INDUCTION OF BEGINNING TEACHERS
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Common sense indicates and experience demands that beginning teachers be given assistance in the adjustment to teaching and the development of skills that will enable them to become outstanding teachers. Yet a popular myth seems to prevail, that a degree in education and a certificate to teach adequately equip a beginner to carry a full teaching assignment from the very outset of his career. As a result, the unprepared beginner is too frequently misassigned and overloaded and then left to sink or swim during his first critical year of teaching.

In reality the beginning teacher often experiences the heaviest work load of any member of the teaching staff. Having been given a few months' warning of his assignment, sometimes armed with a sketchy curriculum guide (that even the most experienced teacher seldom understands or follows) and an assortment of textbooks, he embarks upon a full teaching schedule of five classes a day and a full complement of extra duties, each of which is entirely new to him. He has no experience upon which to rely or base decisions so that too often his planning is inappropriate and his hours of preparation bear little fruit. Typically, his senior colleagues have chosen the favorite courses and the best students, so the beginner faces the more difficult classes of slow, often bored, and sometimes belligerent students.

Much teaching done by beginners, therefore, is done under stress conditions. The reactions to stress, and the resulting defense mechanisms, are often inappropriate and sometimes crippling. If the beginner has pride and sets standards for himself, his work is never done—he can never know enough or plan adequately and he seldom has a feeling of completion or success. All too often the reality of his experience is devastating—nothing like what he had been led to expect during teacher training.

In his recent study titled **The Education of American Teachers,** James Conant recognized this when he stated: "In my judgment, no kind of preservice program can prepare first-year teachers to operate effectively in the "sink-or-swim" situation in which they too often find themselves. Many local school boards have, I believe, been scandalously remiss in failing to give adequate assistance to new teachers. I recommend, therefore, that: During the initial probationary period, local school boards should take specific steps to provide the new teacher with every possible help in the form of:

(a) limited teaching responsibility;

(b) aid in gathering instructional materials;

(c) advice of experienced teachers whose own load is reduced so that they can work with the new teacher in his own classroom;

(d) shifting to more experienced teachers those pupils who create problems beyond the ability of the novice to handle effectively; and

(e) specialized instruction concerning the characteristics of the community, the neighborhood, and the students he is likely to encounter."

The induction program which follows was developed from these recommendations, and proposes sound and relatively easy means of inducting beginners into the profession. The principal, however, must play a critical role if teacher induction is to become a reality.

Assignment of the beginning teacher

Assignment of the beginning teacher based upon his training and background is essential. When possible the number of basic preparations should be held to two, and, to the extent possible, section assignment should be limited to the level of students that the beginner is best qualified to teach. In most instances this will suggest assignment to average groups unless there has been practice teaching or specific training for working with slow or advanced students. For when experienced teachers find it difficult to challenge advanced students and impossible to motivate and manage the slower groups, it is unreasonable to expect the beginner to meet the unique challenges that these groups present.

But careful assignment in itself is not enough. Most beginners need assistance far greater than that traditionally offered by the department chairman if they are to carry out even the lightened assignment in the most effective manner. In most schools, department chairmen do work with beginners and they should certainly continue to do so. However, typically they have responsibilities for evaluation and this in itself precludes the type of working relationship upon which an induction program is built.

Assignment of the cooperating teacher

This assignment is unique and calls for unusual skills and abilities. In effect the cooperating teacher is a specialist who, in addition to teaching his own classes, teaches one or more "classes" of beginning teachers (generally a group of from four to eight who might be teaching in as many different departments). In this capacity the cooperating teacher is responsible directly to the principal.

The "ideal" cooperating teacher is first of all anxious to help the beginner, and is sympathetic to his problems. He is a warm person, able to relate well to others. He has excellent classroom skills but is anxious to improve them, and likes to experiment. He has a wide range of experience which often includes a non-teaching assignment, and understands the school and community well. He knows how classes are taught in his school and agrees with the educational philosophy. Obviously, no one person possesses all these qualities to an optimum, but experience indicates that the closer he comes, the more successful he will be.

Your support of the cooperating teacher and the program you work out together is critical, for he will rely upon you for your cooperation and suggestions. It will help him if you work out a program together and remain available for occasional conferences to discuss the progress he is making. Since his effectiveness will be determined to a large extent by his ability to gain the confidence of the beginners, **it is essential that he not be asked to evaluate them.** Beginning teachers will not reveal problems if they think these will be reported in any form to the administration—whether it be the principal, guidance officer or the department head.

Scheduling

THE GROUP MEETING

As the induction program is based upon a group concept, time must be set aside when all members of the group can meet together during the school day. It is important that everyone involved consider this group meeting a regular assignment, similar to teaching a class. For the cooperating teacher, it is, in fact, another teaching assignment, a load heavier in many respects than a regular class.

RELEASED TIME FOR THE COOPERATING TEACHER

Planning and carrying out an effective induction program requires time. The cooperating teacher will need at least one extra free period every day to locate materials, consult with various resource people, arrange for the beginners to observe other classes, observe the beginners, plan activities, and meet with the new teachers as a group. One cooperating teacher can deal most effectively with a group of from four to eight beginners. If there are fewer than four beginning teachers, or if the cooperating teacher is unable to work with them as a group, his job is far more difficult, for first-year teachers learn much from each other and gain confidence and experience when they have the opportunity to work as a group. If the number of new teachers in a school is more than eight, two cooperating teachers should be appointed.

RELEASED TIME FOR THE BEGINNING TEACHER

The beginning teacher, too, needs time in order to learn those things that can be learned only on the job. He must therefore have time during each school day to work with the cooperating teacher and the induction group. In schools where the beginner is assigned five classes customarily, the situation would call for a reduced teaching load. This by itself will help to alleviate the enormous strain under which the average new teacher struggles. Group meetings **during the school day** provide opportunities for needed mutual support, the exchange of ideas, group work, and special projects.

the induction program

A typical induction program is made up of four distinct phases and represents a continuing process of orientation and professional growth for the beginner.

PHASE I: Summer—The Time Before School Starts.

Induction starts upon employment. This fact should be explained to the beginner, who should consider induction a normal part of his first year's employment. Emphasis during the spring and summer is on helping the beginning teacher feel at home in his new (and probably first) job. The cooperating teacher might do the following:

- greet the beginner after the employment interview
- introduce him to his department head and other administrative personnel (The induction program supplements the normal department structure; it does not replace it.)
- take him on a tour of the school
- explain in detail his assignment
- review texts and syllabi to be used
- review the teacher's manual
- discuss the nature of the community
- point out studies or references to similar environments.

This type of supportive activity can be continued over the summer by phone or letter and can do much to build up the beginner's self-confidence and, of prime importance, to give direction to his planning.

PHASE II: School Orientation or Special Beginning Teacher Orientation.

Emphasis here is on helping the new teacher understand his assignment and prepare for the first week of school. The cooperating teacher can supplement, or in many instances replace, the school's regular orientation program. This is not the time for speeches on theory but rather practical assistance and advice. Explaining the school schedule, the attendance procedures, the record-keeping system, and the location and use of supplies; identifying administrators and supporting personnel (librarian, counselors, nurse, custodian); setting up classrooms; and reviewing opening-of-school procedures are the types of activities that prove to be especially helpful at this time. The effective cooperating teacher is alert to potential weaknesses and gives special attention to individual needs of the various beginners.

PHASE III: First Semester.

At this time, the regular daily group meetings begin, with emphasis on the practical arts of teaching. Groups and individuals, led by the cooperating teacher, work on lesson planning, organization of material in terms of various ability groups, testing, grading, diverse teaching methods and techniques, supplementary material, homework, disciplinary techniques and school policy, guidance services, specialist services, parent-teacher groups, and community relations.

In addition to group discussions and individual conferences, activities may include observation of experienced teachers, visits to a materials or curriculum center, a tour of the community and a review of community services, seminars with specialists (reading teacher, guidance counselor, psychologist, community agent), common lesson planning, cooperative teaching, and training in the use of audiovisual materials. During the first semester the primary concern is with "survival training" —helping the beginner to get on top of the job. Experience indicates that almost everything the group does should relate directly to what is going on in the classroom.

PHASE IV: Second Semester.

There will be a gradual shift from the practical daily concerns to a longer range, more theoretical, approach. Activities, designed to help the beginner articulate and analyze his philosophy of education, his performance in the classroom, and his understanding of his students, could include the following:

- case studies
- observation of his students in other classrooms
- demonstrations of various teaching techniques
- cooperative teaching
- analysis of teaching through the use of video and sound tape.

There are, of course, many other possibilities.

If induction seems like a continuation of teacher training, it is! But we don't suggest that the beginners should be treated as students, for they desperately want to belong, to be accepted, to succeed as teachers. Nonetheless, more constructive teacher learning can take place this first year on the job than in four years of teacher training, but for this to happen there must be structure and direction.

Selected bibliography

The books and pamphlets listed below are intended for use by the cooperating teacher. What follows is not an exhaustive bibliography on teacher education, but rather a list of some brief, inexpensive, and practical materials which might prove helpful in developing a program for beginning teachers. **A word of caution: It is often tempting to assign an appropriate book to a beginner who is having difficulties in a particular area. Please resist this temptation.** Experience indicates that the beginning teacher will gain far more from reviewing a problem or situation with the cooperating teacher. In some instances he may want to supplement his own knowledge, and it is for this reason that we offer the following bibliography:

BOOKS

Carter, William; Hansen, Carl W.; and McKim, Margaret G. **Learning to Teach in the Secondary School.** New York, N.Y.: The Macmillan Company, 1962. 423 pp.

A textbook which is neither a "how-to-do-it" handbook nor a condensation of methods texts; rather, it highlights basic educational principles and therefore could be a useful reference for the cooperating teacher.

Evaluative Criteria – 1970 Edition. National Study of Secondary School Evaluation: American Council on Education, Washington, D. C. 1969. 356 pp.

A method for evaluating a school in terms of what it is striving to accomplish (its philosophy and objectives) and in terms of the extent to which it is meeting the needs of the students who are enrolled or for whom it is responsible. Good basis for a study of the school and community. Individual sections available separately.

Keene, Melvin. **Beginning Secondary School Teacher's Guide.** New York, N. Y.: Harper & Row, 1969. 228 pp.

A complete reference book on the common problems facing the beginning teacher with practical suggestions on how to deal with them. A good source of back-up information for the cooperating teacher.

Mager, Robert F. **Preparing Instructional Objectives.** Palo Alto, Calif.: Fearon Publishers, 1962. 60 pp.

Before the teacher prepares instruction, before he chooses material, machine, or method, it is important that he be able to state clearly what his goals are. This practical book tries to state objectives that best succeed in communicating the teacher's intent to his children.

Sanders, Norris M. **Classroom Questions: What Kinds?** New York, N.Y.: Harper & Row, 1966. 176 pp.

A practical plan to insure a varied intellectual atmosphere in the classroom. The approach is through a systematic consideration of questions that require students to use ideas, rather than simply to remember them. Basic ideas underlying this study of questions come from the book **Taxonomy of Educational Objectives,** edited by Benjamin S. Bloom.

Trubowitz, Sidney. **A Handbook for Teaching in the Ghetto School.** Chicago, Ill.: Quadrangle Books, Inc., 1968. 175 pp.

Written by a New York City elementary school principal, this practical book is designed to help teachers know the setting and problems of ghetto schools. The author has studied the experiences of those teachers who have succeeded in the ghetto and from them he has drawn some general principles for success. Includes practical illustrations and a helpful reading list.

NEWSLETTERS

"Education Summary." Croft Educational Services, 100 Garfield Avenue, New London, Connecticut 06320.

A semi-monthly report on new developments, trends, ideas, and research in education.

"Education Recaps." Educational Testing Service, Princeton, New Jersey 08540.

A service to help those interested in education to be aware of current research and innovations, government contributions to education, and developments at the federally-financed education laboratories and research and development centers.

Other materials developed by the Project on the Induction of Beginning Teachers include:

THANK GOD IT'S FRIDAY - a 25-minute sound filmstrip which follows a beginning teacher through her experiences during the first year of teaching. It illustrates many of the common mistakes and misconcpetions of beginning teachers.

GUIDELINES FOR COOPERATING TEACHERS is a manual for the experienced teacher who will work with a group of beginners. It is a "how to do it" booklet containing a variety of suggested approaches, activities, and discussion topics.

WELCOME TO TEACHING! contains a series of suggestions for the new teacher covering the period of time from employment through the first few months on the job. It is designed to be given to the teacher when employed.

For information, write
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of Beginning Teachers,
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